



West Hartsville Elementary

214 Clyde Road
Hartsville, South Carolina

Grades	4-5 Elementary School	
Enrollment	202 Students	
Principal	Kay S. Howell	843-857-3270
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Dr. Allem McCutcheon	843-332-2852

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	Average
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

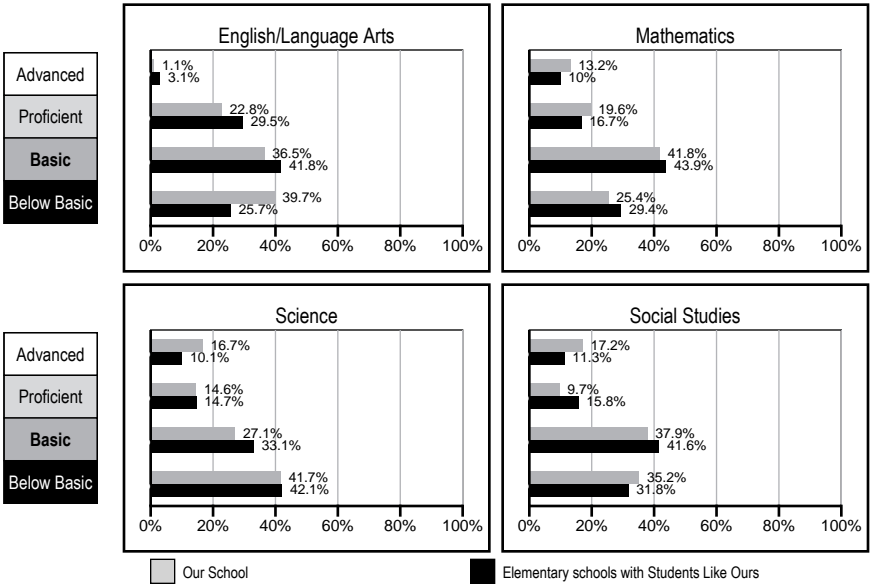
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	22	61	8

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=202)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	Down from 2.8%	2.9%	2.3%
Attendance rate	96.9%	Down from 97.0%	96.0%	96.3%
Eligible for gifted and talented	3.9%	Down from 7.8%	6.3%	10.4%
With disabilities other than speech	17.4%	Down from 18.9%	8.7%	7.5%
Older than usual for grade	1.0%	Up from 0.9%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	23.8%	Up from 22.7%	54.7%	56.7%
Continuing contract teachers	71.4%	Down from 72.7%	72.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	64.4%	Up from 55.1%	85.5%	86.4%
Teacher attendance rate	96.2%	Up from 95.7%	94.8%	94.9%
Average teacher salary	\$41,233	Up 4.9%	\$44,395	\$45,345
Professional development days/teacher	16.1 days	Up from 16.0 days	13.0 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	11.5 to 1	Down from 17.7 to 1	17.7 to 1	18.5 to 1
Prime instructional time	90.1%	Down from 90.2%	88.9%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$10,082	Up 31.7%	\$7,552	\$7,052
Percent of expenditures for instruction*	62.1%	Down from 62.5%	69.0%	69.1%
Percent of expenditures for teacher salaries*	57.4%	Down from 57.8%	63.1%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of West Hartsville Elementary School is to provide positive learning experiences in a safe environment where students can achieve success in an ever-changing world. During the 2007-2008 school year, the faculty and staff at West Hartsville used many tools in order to assess each individual child and plan appropriate learning opportunities. Measures of Academic Progress (MAP) and the Palmetto Achievement Challenge Test (PACT) were used to determine the areas of need for each child. A student profile sheet was created and achievement goals were set in reading and math. Conferences were held with every child. Teachers discussed individual areas of strengths and weaknesses and reviewed the growth goals with each child.

All teachers, including related arts and exceptional education teachers, met 110 minutes per week in order to learn research-based strategies in the area of reading comprehension. These strategies had a tremendous impact on all subject areas and aided in building reading comprehension skills across all curriculums. During these weekly professional development sessions, student work was analyzed and lessons were modeled by master teachers. The teachers were also assisted with the development of these strategies into lessons that were then implemented in their individual classrooms in order to assist with continued student growth. All math teachers received hands-on training in the South Carolina Math Curriculum Standards and Assessments. All ELA teachers attended quarterly district ELA meetings for training in the South Carolina ELA Curriculum Standards and Assessment. This professional development focused on gaining content knowledge and developing higher order thinking in students through questioning techniques and assessment strategies. Mrs. Kendra Woods was selected as our Teacher of the Year; Miss Dawn McChesney was selected as the District Outstanding First Year Teacher. We earned the Palmetto Silver Award from SCDE, as well as the Five Star Award. We earned a value added 5 from the Teacher Advancement Program, which is the highest honor a school can receive based on student growth and gains on the PACT. One of our students was named as the Darlington County School District Elementary Art winner. We had one of our teachers receive their Masters Degree in Educational Leadership and eight teachers enrolled in programs to work on their Masters Degree. Students have raised money for the Leukemia Society with Pennies for Patients, collected for the Annual Food Drive at Thanksgiving and Christmas, raised money for the American Heart Association with Jump Rope for Heart, collected donations for the Darlington County Humane Society, and were involved in many more charitable organizations in need.

Many students were involved in before and after school programs in order to promote academic achievement. Students worked in small groups with various teachers to continue to work on their areas of need in order to reach their individual growth goals in reading and math. Various students participated in an art club, the National Beta Club, the Yearbook Club, and the Color Guard. Students also worked closely with the faculty and staff to present science projects, reading and writing skills, math strategies, science facts, and social studies activities during parent workshops and even participated in Academic Jeopardy, a standards-based game with students going against parents in all subject areas.

Debbie Barfield, SIC Chairman
Kay Howell, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	91	33
Percent satisfied with learning environment	100.0%	91.2%	100.0%
Percent satisfied with social and physical environment	100.0%	88.8%	90.6%
Percent satisfied with school-home relations	80.0%	93.4%	100.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 12 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Restructure
---------------------------	-------------

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.0%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.7%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	205	100	39.7	36.5	22.8	1.1	31.2	36.1	48.2	No	Yes
Gender											
Male	109	100	42	33	24	1	30	31.1	41.7	N/A	N/A
Female	96	100	37.1	40.4	21.3	1.1	32.6	41.5	55	N/A	N/A
Racial/Ethnic Group											
White	63	100	24.1	46.6	27.6	1.7	41.4	49.8	60	Yes	Yes
African American	133	100	46.8	33.9	18.5	0.8	25	26.4	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	36	100	80	11.4	8.6	0	14.3	10.6	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	46.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	160	100	45.9	35.6	18.5	0	26	27.1	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	205	100	25.4	41.8	19.6	13.2	45	37.8	45.8	Yes	Yes
Gender											
Male	109	100	24	38	20	18	48	38.2	45.6	N/A	N/A
Female	96	100	27	46.1	19.1	7.9	41.6	37.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	63	100	13.8	41.4	20.7	24.1	56.9	53.3	59	Yes	Yes
African American	133	100	31.5	41.9	19.4	7.3	39.5	26.7	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	36	100	54.3	37.1	5.7	2.9	22.9	12.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	46.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	160	100	30.1	41.1	19.9	8.9	39.7	28.7	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	----------------------------------	----------	---------------	---------	--------------	------------	--------------------------------------	--	-------------------------------------	---------------------------	-----------------------------

Science

All Students	157	100	41.7	27.1	14.6	16.7	31.3	29.2	35.7	96.9	95.9
Gender											
Male	85	100	40.3	24.7	13	22.1	35.1	29.9	37.4	96.8	95.7
Female	72	100	43.3	29.9	16.4	10.4	26.9	28.4	33.8	97.1	96.2
Racial/Ethnic Group											
White	45	100	23.8	26.2	21.4	28.6	50	46.4	49.2	96.6	95.5
African American	105	100	50.5	28.9	9.3	11.3	20.6	16.6	17	97.1	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	97.7	98
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	96.9	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.8
Disability Status											
Disabled	23	100	72.7	18.2	4.5	4.5	9.1	9.6	14	96.5	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	89.9
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	51.4	24.4	97.2	96.9
Socio-Economic Status											
Subsided meals	125	100	48.7	27.4	12.4	11.5	23.9	19	21.1	96.8	95.6

Social Studies

All Students	158	100	35.2	37.9	9.7	17.2	26.9	28.1	34	96.9	95.9
Gender											
Male	84	100	33.8	31.2	11.7	23.4	35.1	31.1	36.6	96.8	95.7
Female	74	100	36.8	45.6	7.4	10.3	17.6	24.9	31.3	97.1	96.2
Racial/Ethnic Group											
White	50	100	17.8	40	17.8	24.4	42.2	39.4	44.5	96.6	95.5
African American	100	100	43.6	38.3	6.4	11.7	18.1	19.7	19.1	97.1	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	97.7	98
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	96.9	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.8
Disability Status											
Disabled	27	100	50	38.5	3.8	7.7	11.5	10.4	14.4	96.5	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	89.9
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	39.5	27.3	97.2	96.9
Socio-Economic Status											
Subsided meals	122	100	39.6	39.6	9	11.7	20.7	19.5	21	96.8	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	102	99	32.6	46.3	17.9	3.2	21.1
	5	109	100	38.1	41.9	19	1	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	110	100	29	36	33	2	35
	5	95	100	51.7	37.1	11.2	0	11.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	102	100	31.3	40.6	17.7	10.4	28.1
	5	109	100	26.7	41.9	16.2	15.2	31.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	110	100	16	39	24	21	45
	5	95	100	36	44.9	14.6	4.5	19.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	102	100	46.9	24	17.7	11.5	29.2
	5	54	100	38	28	14	20	34
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	110	100	32	26	20	22	42
	5	47	100	63.6	29.5	2.3	4.5	6.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	102	100	35.4	46.9	11.5	6.3	17.7
	5	56	100	46.3	37	11.1	5.6	16.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	110	100	25	41	14	20	34
	5	48	100	57.8	31.1	0	11.1	11.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample